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ABSTRACT

Activities of the American Samoa Advisory Council on Vocational Education upon which the annual report is based include observations, participation in conferences and workshops on education and training, review of reports from educational and manpower agencies, results of special studies, and review of the State plan for vocational education. The 15 recommendations presented for consideration relate mainly to funding, implementation of career education activities, counselor training, legislation, and planning. The report also contains: brief descriptions of the postsecondary program offerings, comments on funded research projects, an evaluation of the goals and priorities as set forth in the State plan, an evaluation of the effectiveness with which people and their needs are served, and the extent to which previous Council recommendations have been implemented. Although needs have been identified by the Council in several areas, little action has been taken on past recommendations, and the Council has not been encouraged to serve as an effective agent for improving vocational education. (RG)

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1975 ANNUAL EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION IN AMERICAN SAMOA

Prepared by the

AMERICAN SAMOA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

December 1975

This report was financed under provision of U.S. Public Law 90-576, and prepared under guidelines of the U.S. Office of Education and the National Advisory Council on Vocational Education.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AMERICAN SAMOA

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December 8, 1975

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Va'alele Ale, Chairman
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Dear Mr. Ale:

The American Samoa Advisory Council on Vocational Education hereby submits its Annual Evaluation of Vocational Education for fiscal year 1975 for review by the State Board of Vocational Education. The report was prepared in compliance with Section 102.23 of the Regulations of Public Law 90-576.

In accordance with the Law, the report should be submitted to the United States Commissioner of Education along with any comments which the Board may deem meet. Courtesy copies are sent to the United States Office of Education and the National Advisory Council on Vocational Education.

The Advisory Council urges the State Board to afford this report serious consideration. It is the Council's belief that past recommendations deserve further action by the Board and that full implementation of the recommendations contained in this report will be beneficial in planning and making quality vocational education available to all American Samoans.

Sincerely yours,

Richard H. Gebauer

Richard H. Gebauer
Chairman

PMG/fa

UT 102 986

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Preface

This report of the American Samoa Advisory Council on Vocational Education is based upon evaluation activities of the Council during 1975. Though not a comprehensive study of all areas, this report has been prepared with the focus on selective evaluation of specific areas of vocational education in American Samoa.

The report was developed, reviewed and approved by the Council as a body; however, not all of the members necessarily agree with the recommendations, findings, and conclusions contained herein.

The American Samoa Advisory Council was first created in the spring of 1971 in accordance with U.S. Public Law 90-576 popularly known as the Vocational Education Amendments of 1968. P.L. 90-576 requires each state desiring to receive federal funds for vocational education to establish a state advisory council on vocational education.

The Advisory Council's duties are mandated as follows:

1) To advise the State Board on the development of the American Samoa State Plan for the Administration of Vocational Education and on policy matters arising in the administration of the State Plan;
2) To evaluate vocational education and related programs against the measure of the needs of the people, and publish and distribute the results thereof;

3) To prepare and submit through the State Board to the U.S. Commissioner of Education and the National Advisory Council on Vocational Education an annual evaluation report evaluating the effectiveness of vocational education programs in meeting State Plan objectives and recommending changes warranted by the evaluations.

4) To conduct at least one public meeting each year to give the public an opportunity to express views and concerns of vocational education.

The Advisory Council is also required to assume the same responsibilities with respect to the programs under Part B, Title X (occupational education programs) of the Higher Education Act of 1965 and with respect to the State Commission established in Title XII of that act as it has under Title I of Public Law 90-576.

TABLE OF CONTENTS

LETTER OF TRANSMITTAL.....i

ADVISORY COUNCIL MEMBERSHIP.....ii

PREFACE.....iii

INTRODUCTION.....2

ADVISORY COUNCIL RECOMMENDATIONS.....3

THE ROLE OF POST SECONDARY VOCATIONAL EDUCATION AND ARTICULATION.....5

VOCATIONAL EDUCATION RESEARCH.....8

EVALUATION GOALS

Goal I: Evaluation of American Samoa's Goals and Priorities As Set Forth in the State Plan for Vocational Education.....10

Goal II: Evaluation of the Effectiveness With Which People and Their Needs Are Served.....18

Goal III: Extent to Which Previous Council Recommendations Have Received Due Consideration.....24

Introduction

This Annual Report of evaluation is directed to the American Samoa Board of Vocational Education, the American Samoa Board of Regents, the American Samoa Department of Education, the National Advisory Council on Vocational Education and the U.S. Commissioner of Education.

During the year the Council has made first-hand observations in a number of institutions in American Samoa, participated in conferences and workshops on education and training, reviewed reports from various educational and manpower agencies, conducted certain special studies, studied the State Plan for Vocational Education, and listened to both concerns and recommendations for the improvement of vocational and manpower programs.

The factual evidence, observations, and impressions gained during the year are the bases upon which this report was prepared.

While it is legally mandated that the Council direct its recommendations to the State Board of Vocational Education and its staff, the recommendations of the Council in this report have implications for other groups and agencies as well.

Advisory Council Recommendations

The recommendations of the American Samoa Advisory Council on Vocational Education have implications beyond the area of vocational, technical, and manpower education. All activities of an educational nature are so interrelated that the Council is forced to address any and all aspects of education which relate to the preparation of people for careers and the development of job skills that will result in economically independent and productive citizens for our society.

Therefore, the Advisory Council respectfully recommends:

ONE

THAT the high schools initiate mandatory courses designed to acquaint their students with common on-the-job adjustment problems and to teach them problem-solving techniques. In addition, students should be required to attend special clinics on job-seeking, job-interviewing, and life-skills planning.

TWO

THAT the Board for Vocational Education give urgent and immediate consideration to improving the condition of the Tafuna Skill Center by whatever means feasible.

THREE

THAT the Board for Vocational Education officially adopt and publicize a statement of position on career and vocational education.

FOUR

THAT the Board for Vocational Education actively work for an establishment of a bureau for vocational education either independent of or within the Department of Education.

FIVE

THAT extensive review be made of the present procedure for funding vocational education in American Samoa.

SIX

THAT the American Samoa Legislature specifically earmark funds for vocational education so that these funds cannot be diverted elsewhere.

SEVEN

THAT data and charts contained in the State Plan for Vocational Education and used for planning purposes be updated using all available current information.

EIGHT

THAT the Department of Education and the Board for Vocational Education support the development of counselor training and career education systems so that counseling and career development programs are available to every elementary pupil in American Samoa and that this service be made available to students throughout life.

NINE

THAT the State Plan for Vocational Education include information on funding and programs resulting from the provisions of the Comprehensive Employment and Training Act of 1973(CETA).

TEN

THAT the Department of Education adopt a policy requiring all students to have set minimum credits of occupational/vocational education as a requisite for graduation from high school.

ELEVEN

THAT the Board for Vocational Education endorse the career education concept, and develop and expedite a plan for its implementation.

TWELVE

THAT the Department of Education devote increased energy to developing an understanding in the schools of what vocational education is, what career education is, and how the work of the schools fits into the continuum of the individual's career development.

THIRTEEN

THAT both territorial and federal funds for vocational education be handled by one fiscal authority, rather than the current divided arrangement between the Department of Education and the Board for Vocational Education.

FOURTEEN

THAT a uniform and comprehensive legislative act be introduced in order to bring all vocational education activities under one central piece of legislation.

FIFTEEN

THAT a comprehensive review of the needs for Occupational Research and Development in American Samoa be made.

The Role of Post Secondary Vocational Education in American Samoa and the Articulation Between Secondary and Post Secondary Vocational Education

Post secondary vocational education programs were offered during FY 1975 at the Community College and the School of Practical Nursing. The nursing school will soon become a part of the Community College thus making the College the only post secondary vocational education institution in American Samoa. All of the programs offered were at less than the baccalaureate level.

The vocational education programs at the Community College have two objectives--to prepare the student for employment or to advance the student within a career field while on the job. The following general programs were offered:

1. Business Education
   Courses were available in accounting, clerical, general business and secretarial sciences.

2. Trade-Technical
   These courses included welding, carpentry, diesel mechanics, plumbing, auto mechanics, machine shop, electricity, drafting, and masonry.

3. Police Science
   This program was designed specifically for the American Samoa Police Force, with the hope that it would eventually become a training program for prospective law enforcement officers. The program was partly funded by the Law Enforcement Assistance Act.

4. Nursing
   The Community College provides general education courses in support of the Lyndon B. Johnson Tropical Medical Center's nursing program. At present the College's role is supportive; however, the whole nursing program will soon become the sole responsibility of the College.

5. Library Technology
   This program prepares the student for employment on a semi-professional level in the various Samoan libraries.

6. Commercial Fishing Technology
Backed by the Federal Sea Grant Program, the College prepares students for commercial fishing, not only in the skill of fishing, but also in marketing the catch.

Post secondary vocational education programs are mainly serving returning veterans and adults particularly in the trades-technical area. More than 65 per cent of the students enrolled in the Community College during school year 1974-1975 were 21 years old or over.

The youth of American Samoa leave the territory in great numbers upon graduation from high school or sooner. The major reasons for this mass exodus are the absence of higher learning institutions and the extremely limited employment opportunities available locally. The usual destinations of these "escaping" youths are Hawaii, San Francisco, Southern California, and the Portland-Seattle area.

Considerable work is being done by the Community College to develop curriculum and initiate programs that will suit the needs of the individual being served and also attempt to meet the demands of the labor markets in American Samoa as well as the destination areas heretofore mentioned.

Federal funds have stimulated the growth of vocational education. Though most of the federal funds have heretofore been used for administrative purposes federal funding has served as a positive catalyst in raising the amount of local funds used for vocational education programs. Funding for vocational education at the state level has been increasing each year since 1969.

Articulation

Despite the general endorsement from American Samoa's educators that articulation is extremely important most cannot agree on the definition of articulation.

The Advisory Council understands articulation to be the interrelation of two or more levels of education which:

(1) allows students to move easily from one program level to another, and

(2) provides a system whereby teachers can cooperate effectively in providing instruction to meet the needs of individuals.

Not enough trust has been developed between the educators. The Advisory Council is concerned about the "pecking order" which exists whereby the "higher" level school continually points out existing deficiencies of the students it receives from the "lower" level school.

Articulation between the secondary and post secondary levels has improved especially in the area of staff development.

Articulation from secondary to post secondary programs has not received major emphasis from the educators concerned. Usually management of the student's transition to the post secondary level is academically oriented. Efforts to effect an easy transition to the post secondary level are usually "last ditch" at or very near the end of the secondary program.

- The Projects Funded In 1973 And 1974 Under Parts C, D, And I Have Had Very Little Impact On Vocational Education In American Samoa.

The major factor which contributed to the inefficacy of these projects was the lack of funds. In each of the years 1973 and 1974 only $1,[illegible] was used for Part C; $2,322, for Part D; and no funds were available for Part I.

There was, and still is, some confusion as to precisely what falls under which category. The state director's office has had difficulty differentiating between them.

According to the state director's office American Samoa has never received Part I funds. Curriculum Development has heretofore been funded under Part B. However, the state director's office was unable to specifically spell out the extent to which curriculum development was funded under Part B.

- The Projects That Were Funded Do Support The Priorities Set Forth In The State Plan.

However, it is questionable whether these projects are actually contributing to the attainment of the goals and objectives outlined in the American Samoa State Plan. Programs such as the exemplary project in career guidance have commendable objectives and purposes, but are not being implemented. The end results are ornamental projects rather than functional ones.

- Despite Their Shortcomings, These Projects Have Been Of Some Use To The Advisory Council.

Although these research projects have had minimal effect on vocational education in American Samoa, they have made the needs of vocational education more readily identifiable. These projects have spot-

lighted areas which are in sore need of improvement.

- Research Projects Have Generally Been Eschewed.

Not nearly enough work has been done in research and development. There needs to be a review of priorities for research and development in American Samoa and the establishment of priorities that most directly have an impact upon the needs of Samoa in relation to vocational education.

GOAL I :

EVALUATION OF AMERICAN SAMOA'S GOALS AND PRIORITIES AS SET FORTH IN THE STATE PLAN FOR VOCATIONAL EDUCATION

1. HOW VALID AND APPROPRIATE WERE AMERICAN SAMOA'S GOALS AND PRIORITIES?

The Vocational Education State Plan for Fiscal Year 1975 set forth 23 annual and long-range goals. As a part of the goals, 52 objectives were established and sought outcomes for the current fiscal year. One of the bases for setting the outcomes should be the actual achievement realized during the immediate prior fiscal year.

The goals and objectives must be quantitatively measurable in order to determine their extent of success (or failure). Many of the objectives stated in the State Plan were either too broad or too vague resulting in 33 of the 52 objectives having no listed outcomes. For the sake of evaluation and improvement measurable goals and objectives are much more meaningful.

The State Plan would be significantly strengthened by the addition of more goals and measurable objectives in the following areas:

1) preparation and certification of teachers, counselors, and other specialists;
2) increased activities in public information and awareness;
3) establishment of youth organizations as an integral part of the instructional program;
4) improvement of administration and supervision;
5) initiation of organized placement activities and services;
6) articulation, broadening, and improvement of curricula;
7) development, maintenance, improvement, and expansion of programs;
8) development of curricular materials and media for use in programs at all levels;

9) sex-stereotyping and equal educational opportunities for women;

10) disadvantaged and handicapped set-asides and program offerings.

a. WERE GOALS AND PRIORITIES VALID IN TERMS OF STUDENT NEEDS AND EMPLOYMENT OPPORTUNITIES?

The first objective of American Samoa's vocational education program should be to serve the needs of students/trainees. Employment opportunities in American Samoa for educational and training program graduates should naturally be considered; however, it is common knowledge that there are not sufficient employment opportunities in American Samoa to absorb all students leaving the educational system (whether graduates or early leavers). Employment opportunity on a nationwide basis (with perhaps special emphasis on U.S. geographical areas with high Samoan populations) is an important factor and has not been adequately accounted for in the State Plan.

REGULAR SECONDARY VOCATIONAL EDUCATION
OBJECTIVES

A total of thirteen objectives for the secondary (Grades K-12) level were established in the 1975 American Samoa State Plan for Vocational Education. According to the FY '76 State Plan actual achievement equaled or exceeded the outcome sought for only one of the objectives. One other objective almost equaled the outcome sought. The actual achievements of the other eleven objectives could not be readily ascertained because they were either not included again as objectives in the FY '76 State Plan or were again included but had no outcomes

listed.

There was a 94 per cent achievement of the objective for the number of students enrolled in vocational education programs. This represented an increase of 14 per cent in enrollment when compared to FY '74 enrollment.

The achievement of the objective for the number of qualified vocational instructors exceeded the outcome sought by 47 per cent. The State Board is to be highly commended for its remarkable increase in the provision of qualified vocational instructors.

REGULAR POST SECONDARY VOCATIONAL EDUCATION OBJECTIVES

Again, actual achievement of many of the objectives could not be determined due to the absence of outcomes and the non-inclusion of the same objectives in prior year state plans.

From what could be ascertained, the post secondary objectives fell short of their goals for FY '75. There was no apparent increase in the percentage of post secondary students participating in vocational programs. Also, there were no new vocational programs initiated during FY '75.

VOCATIONAL EDUCATION OBJECTIVES FOR THE DISADVANTAGED

The Advisory Council questions the necessity of establishing separate goals and objectives for the disadvantaged.

The term "disadvantaged" commonly refers to persons who have socio-economic or cultural handicaps that preclude their succeeding in regular vocational education programs.

Because of their economic, social, and cultural background nearly all

all of the students in American Samoa are disadvantaged.

Thus, an unusual situation seems to exist in which the regular programs are in actuality programs for the disadvantaged.

Since the disadvantaged student is the rule rather than the exception it may be argued that in essence American Samoa has no disadvantaged students.

Identification and definition problems aside, there is very little being done to serve the needs of the disadvantaged particularly at the secondary level. The State Plan allocated $113,000 for disadvantaged programs at the secondary level. Yet, no outcomes were listed, thus, making the extent of achievement of the objectives impossible to determine.

The disadvantaged programs at the post secondary level also concerns the Council. The percentage of disadvantaged students participating in occupational programs dropped from 35 per cent in FY '74 to 30 per cent in FY '75.

Also, the Council notices that generally the outcomes sought are gradually being changed to lesser quantities. This is a dangerous practice to continue as it may soon lead to program deterioration and eventual phase-out.

VOCATIONAL EDUCATION OBJECTIVES FOR THE HANDICAPPED

A primary concern of the Advisory Council relating to vocational education is in the area of service to the handicapped student.

From available data it is not evident whether the needs of the handicapped are being met. In FY '75 the Board for Vocational Education in cooperation with the Department of Medical Services identified 21 handicapped students.

Throughout the State Plans for FY '75 and FY '76 the objectives for the handicapped are devoid of actual outcomes and outcomes sought.

According to the State Plan the secondary level served the needs of 25 handicapped students. No handicapped student was served at the post secondary or adult levels during FY '75.

Many handicapped persons who need vocational education courses are not enrolled in them. The fact of the matter is that schools do not offer vocational programs which can adequately meet the needs and interests of the handicapped. Although there are many praiseworthy objectives for the handicapped, there is an enormous gap between stated goals/objectives and actual implementation and service.

b. WERE GOALS AND PRIORITIES SUFFICIENTLY COMPREHENSIVE IN TERMS OF SPECIFIC POPULATION GROUPS SERVED SUCH AS DISADVANTAGED, HANDICAPPED, RETURNING VETERANS, ADULTS, POST SECONDARY, SECONDARY AND OTHER TARGET GROUPS?

The State Plan outlines programs for population groups at the secondary, post secondary, and adult levels for the disadvantaged and handicapped. Commensurate with the resources available, the State Plan is sufficiently comprehensive.

However, there were no specific goals expressed in the State Plan for programs to serve returning veterans. There were also no stated goals to provide equal educational/training opportunities for women and to eliminate sex bias and sex stereotyping from all program offerings.

c. WERE GOALS AND PRIORITIES RELATED APPROPRIATELY TO OTHER MANPOWER DEVELOPMENT IN AMERICAN SAMOA, SUCH AS PRIVATE SCHOOLS, INDUSTRY, CETA, ETC.?

The State Plan is developed in coordination with other governmental agencies. Generally speaking, a good working relationship exists between

the State Board for Vocational Education and the local CETA prime sponsor.

The activities of the private schools have not been considered when planning programs. Labor and industry involvement in state planning and program implementation has been miniscule.

2. WERE PROCEDURES SET FORTH IN THE STATE PLAN TO ACCOMPLISH EACH STATED GOAL AND/OR OBJECTIVE OR PRIORITY?

The procedures for accomplishing the objectives are outlined in the State Plan. Activities for each objective are briefly stated along with fund allocations and expected benefits. However, there was no indication precisely how an activity was to be carried out. The State Plan should identify more specifically the levels of responsibility.

3. TO WHAT EXTENT WERE AMERICAN SAMOA'S GOALS MET DURING FY 1975 AND IN WHAT WAY DOES THIS REPRESENT AN IMPROVEMENT OVER FY 1974?

As aforementioned nearly all of the goals and objectives in the FY '75 State Plan were either not included again in the FY '76 Plan or have no outcomes listed whatsoever.

The table below summarizes the objectives of the American Samoa State Board for Vocational Education in FY '75. Unfortunately, only four objectives have outcomes listed. Thus, the extent of goal achievement will rest almost solely on the achievements of these four objectives.

The data available indicates that the objectives fell somewhat short of their goals for 1975. Despite this there seems to have been some progress over the previous year. For example, in the area of secondary education in terms of students served, the goal was 94 per cent achieved

(Refer to table below). This represents a 14 per cent increase over 1974.

The Advisory Council commends the State Board and State Board staff for the accomplishments made in the entire vocational education program in 1975. However, there is still many improvements needed in state planning and program implementation.

STATE PLAN OBJECTIVES

Objectives	Actual Achieved FY '74	Achievements FY 1975			Percent Change, Over FY '74
		Outcomes Sought	Outcome Achieved	Percent of Achievement	
To increase the number of students enrolled in vocational education at the secondary level	700	850	800	94	14
To provide qualified vocational instructors at the secondary level . .	14	17	25	147	79
To develop relevant vocational programs at the post secondary level	8	10	8	80	0
To work cooperatively with the Department of Medical Services in the identification of handicapped students	15	25	21	84	40

GOAL II :

EVALUATION OF THE EFFECTIVENESS WITH WHICH PEOPLE AND THEIR NEEDS ARE SERVED

1. ARE VALID DATA AVAILABLE FOR PLANNING PURPOSES (I.E., MANPOWER NEEDS, JOB OPPORTUNITIES AND EMPLOYER NEEDS)?

Sources of valid data are inadequate at this time. The primary sources of data related to job opportunities and employer needs are: the Department of Manpower Resources, the Office of Economic Planning and Development, the Community College of American Samoa, and data collected by the Advisory Council and state educational institutions providing vocational education training.

The lack of valid data hinders the development of an effective, territory-wide program of vocational education. Adequate, valid data is essential in planning and evaluation.

The Council believes that the State Board staff makes reasonable effort to collect and analyze existing data concerning manpower needs and job opportunities. However, there is a critical need for all agencies, institutions, and other organizations involved in gathering data related to the identification of American Samoa's educational and manpower needs to coordinate their activities and to develop a single delivery system that will result in a valid system of reporting needs and job opportunities on a continuous basis. This system would be of enormous value in planning and implementing programs designed to meet Samoa's manpower needs as well as the needs of the student.

2. TO WHAT EXTENT IS THERE COORDINATION OF TRAINING OPPORTUNITIES AMONG AGENCIES?

Coordination of training programs among various agencies is generally accomplished through inter-departmental meetings, general visits and representation on the various councils concerned with training. Such coordination takes place through:

1) the State Director for Vocational Education in relation to his membership on the Governor's Manpower Services Council which coordinates all CETA activities;

2) the State Coordinator for CETA in relation to his membership on the Advisory Council on Vocational Education; and

3) regular meetings between the Board of Higher Education and the Board of Regents.

The Council finds that there is a growing spirit of willingness among agencies to coordinate training opportunities. Several programs are funded through a combination of funds from agencies with similar purposes.

There is, however, a definite need to design a system that will provide an effective method of coordinating vocational education training offerings which will result in the most effective utilization of vocational education funds.

3. TO WHAT EXTENT IS THERE COORDINATION AND ARTICULATION AMONG SECONDARY, POST SECONDARY AND ADULT EDUCATION AGENCIES?

There has been considerable progress in articulation between the secondary and post secondary levels. Both secondary and post secondary personnel meet regularly in workshops and conferences thus enabling interaction and open exchange of ideas.

There is coordinated use of facilities and staff which undoubtedly has prompted greater cooperation. Consequently, the educators at all levels are trying to maintain close working relations.

4. TO WHAT EXTENT DO EDUCATIONAL INSTITUTIONS ASSURE JOB PLACEMENT OF GRADUATES?

This is the area in which virtually nothing has been accomplished. The Council's repeated recommendations that placement be a responsibility of the schools and training agencies have fallen on deaf ears. The schools merely hand students their diplomas and consider their responsibility ended.

No educational or training institution in American Samoa has an organized placement service for its graduates. Placement activities are primarily conducted by individual instructors who personally desire to assist their students in finding jobs.

5. TO WHAT EXTENT IS VOCATIONAL EDUCATION INVOLVED IN TOTAL MANPOWER DEVELOPMENT PROGRAMS OF AMERICAN SAMOA?

The American Samoa Board for Vocational Education and the American Samoa Department of Manpower Resources comprise the primary delivery system to meet the total manpower development program needs for those occupations requiring less than a baccalaureate degree. This delivery system includes occupational training programs at all levels. There are day and night courses for the acquisition of entry-level skills and for upgrading skill development.

The State Board for Vocational Education also serves as the Board of Higher Education thus allowing for a great degree of cooperation with the post secondary institution in the development of manpower programs. In many instances the Board has provided financial assistance for these programs.

The State Board for Vocational Education works very closely with the

Manpower Services Council that is responsible for the implementation of the Comprehensive Employment and Training Act of 1973.

6. TO WHAT EXTENT ARE VOCATIONAL EDUCATION OPPORTUNITIES AVAILABLE TO ALL PEOPLE AT THE SECONDARY, POST SECONDARY, AND ADULT LEVELS?

The lack of reliable data makes evaluation extremely difficult. To complicate matters further, the data that is available is conflicting. Therefore, the Council bases its response on the information contained in the state plans for vocational education.

Roughly 25 per cent of the high school students in American Samoa are enrolled in vocational programs. All of the American Samoa high schools (4 public, 2 private) offer courses in the area of office and clerical occupations. Only one high school has near-adequate facilities for programs in the trades-technical field. Students of the other high schools must be bused many miles to this particular high school to take courses in the trades-technical area.

According to the data contained in the state plans of fiscal years 1975 and 1976 there was an enrollment increase in all areas of vocational education in 1975 over 1974 enrollments with the exception of the cooperative vocational programs which decreased.

PERSONS ENROLLED IN VOCATIONAL EDUCATION 1974 - 1975

Program Level	1974	1975	% Change
Secondary	315	500	+58.7
Post Secondary	335	400	+19.0
Adult	40	150	+275.0
*Disadvantaged	325	400	+23.0
*Handicapped	15	25	+66.3
*Cooperative Programs	310	300	-3.2

*These are duplicate figures.

7. TO WHAT EXTENT IS CAREER EDUCATION PROVIDED TO ALL ELEMENTARY AND MIDDLE GRADE PUPILS?

There continues to be some effort to develop and implement career awareness programs designed to serve students in Grades 1-8. However, there has been no strong movement at the state level to improve and expand the career awareness programs. Presently, career education is being provided experimentally in four elementary schools. (American Samoa has over twenty elementary schools.) Since 1973 there has been no increase in the number of elementary schools providing career education to students.

8. WHAT INDICATIONS ARE THERE THAT STUDENTS FEEL THAT VOCATIONAL PROGRAMS ADEQUATELY MEET THEIR NEEDS?

It is evident from available data that the most prominent concerns of students deals with the acquisition and development of skills useful in the fields of business and industrial education. Survey results and personal contacts with students reflect the general feeling among students that the schools are not offering enough in the area of vocational education.

There has been little follow-up of secondary and post secondary students completing programs to determine if students' needs were adequately met.

GOAL III:

EXTENT TO WHICH PREVIOUS COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION

The role of the Advisory Council is to observe, to review, and to make recommendations for improvement. There is no power to enforce action other than the validity of the recommendation. The following is an assessment of action taken on the Council's previous recommendations and the results thereof.

Recommendation I

The position of State Director of Vocational Education demands full-time employment. At present the State Director is also the President of the Community College of American Samoa. The State Director must be able to devote his full-time to the administration and supervision of vocational education programs.

Response

The President of the Community College is still designated as State Director of Vocational Education. He delegates most of his responsibilities as State Director to one of the college deans. Thus, the administration of vocational education in American Samoa is a responsibility of a staff that is able to devote only a portion of its energies for the improvement of vocational education.

Recommendation II

The State Director of Vocational Education and his staff must keep the Advisory Council better informed on the development of the State Plan and must encourage more involvement in said development.

Response

The State Director and his staff continue to treat the Council in a cavalier fashion. The Council is not kept informed as to the development of the State Plan. There is little effort by the State Director's office to encourage more Council participation.

The State Plan is developed by the State Director and his staff, Council involvement is minimal, usually restricted to certification of the plan. However, due to the repeated efforts of the Council this unfavorable situation is changing. The Council is beginning to be more assertive in its role and it is anticipated that the Council will take active part in future state plan development.

Recommendation III

The State Board of Vocational Education, as the sole agency responsible for vocational education in American Samoa, must take a more active part in the supervision and the administration of vocational education activities.

Response

The State Board is still too inactive. The supervision and administration of vocational education programs is actually being done by the Community College of American Samoa. The Board does not yet provide the strong leadership essential for an effective program of vocational education.

Recommendation IV

The State Board should set a specific goal in relation to students obtaining an employable and marketable skill by the time they leave school.

Response

The State Board has not yet officially established this specific goal. Nowhere in the State Plan is this mentioned as a specific goal.

Recommendation V

The State Board should establish a funding formula for the distribution of local and federal funds to local schools for the operation of vocational education programs. In this way, the best use can be made of the funds available.

Response

There has been no response to this recommendation. The State Board has no funding formula for distribution of funds to the local schools. Funds are still being distributed without any set guidelines.

Recommendation VI

The State Board should initiate action to significantly increase the involvement of schools in the placement process to include either the addition of staff with the responsibility for placement such as placement coordinators, or the clear assignment of the responsibility for placement to either teachers or counselors.

Response

The involvement of schools in the placement process has not increased to any appreciable degree. Schools and training programs still do not consider student placement a school responsibility.

Recommendation VII

The State Board of Higher Education, which is also the State Board of Vocational Education, should meet at least three times a year as the State Board of Vocational Education, where the meeting is devoted exclusively to vocational education concerns, problems, and programs. The Council should be invited to participate in the meetings.

Response

The State Board has not given this recommendation adequate consideration. The Board meets infrequently and on the occasions they do meet the Council is never provided minutes of Board meetings despite repeated requests by the Council for such minutes.

The Board has never met as the State Board of Vocational Education. Consequently, the Board is generally unaware of the concerns and problems of vocational education.

Recommendation VIII

Vocational Guidance and Counseling in American Samoa schools need to be vastly improved. A campaign designed to upgrade the vocational knowlecge and guidance competencies of counselors should be immediately initiated. Also, counselors should be certified to show that they are appropriately prepared in vocational guidance and counseling.

Response

Though there have been efforts to improve guidance and counseling, these efforts have not been fully implemented or maintained. An energetic campaign to upgrade counselor competencies has yet to be initiated. Counselors are still not required to be certified in vocational counseling and guidance.

Recommendation IX

Articulation of programs between the elementary and secondary schools, between the secondary and post-secondary schools, and among the high schools, the community college, and manpower programs should be researched and improved so that more students will be able to effectively continue their job preparation as they move from one level to another.

Response

There is a growing spirit of cooperation among the various levels. However, the research recommended has not been conducted, something which is necessary if articulation is to be greatly improved. Lack of articulation remains a concern particularly between the secondary and post-secondary levels.

Recommendation X

The State Board of Vocational Education and the State Department of Education should strengthen their current activities in public information with respect to vocational education. The general public must be made aware of the critical need to expand and improve vocational opportunities for youth and adults for both economic and social reasons.

Response

There has been no noticeable effort by the Board of Vocational Education or the Department of Education to strengthen its activities in public information. However, the Board of Vocational Education is planning to initiate a "sales" campaign for vocational education in the very near future. The campaign will attempt to inform the public of the importance of vocational education by means of television advertisements and dissemination of printed materials.